

BRAINSTORMING TECHNIQUE IS TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract: *The discussion is about brainstorming technique is to improve students' speaking ability. It is done at grade XI MAN Siabu. There were reasons to do the research such as Most of students couldn't speak English well, Students were afraid and feeling ashamed to speak English and English Teacher didn't use speaking technique in learning speaking subject. Based on the general problem above the formulation in this research was "to what extent brainstorming technique can improve students' speaking ability at grade XI MAN Siabu?". This research aimed to know whether Brainstorming Technique can improve students' speaking ability or not. Moreover, this research was done by using classroom action research by using brainstorming technique to improve students' speaking ability. The action in this research was done into two cycles. Each cycle consisted of two meetings with four steps. They were planning, action, observation and reflection. The subject was the grade XI MAN SIABU that consisted of 30 students. Here, the researcher used test, observation and interview for the instruments of the research. Finally, the researcher found meant score 57.6. For the first cycle students' speaking ability. It was an indication that students were low in speaking ability. Whereas meant score 79.5. was taken for second cycle of students' speaking ability improvement. It then there was an indication of students' speaking ability improvement. So, based on the result of the classroom action research, it was concluded that the brainstorming technique improved students' speaking ability in MAN SIABU. It was all viewed on the meant scores of students' speaking ability like in cycle 1 was 57.6 and in cycle 2 was 79.5.*

Keywords: *Technique, brainstorming, cycle*

Abstrak: *Tulisan ini adalah pembahasan penelitian tentang tehnik brainstorming untuk meningkatkan kemampuan berbicara siswa. Penelitian ini dilaksanakan di kelas XI MAN Siabu. Terdapat beberapa alasan dilaksanakannya penelitian ini seperti, kebanyakan siswa tidak dapat berbicara bahasa Inggris dengan baik, siswa takut dan merasa malu berbicara bahasa Inggris, dan guru bahasa Inggris tidak menggunakan tehnik berbicara saat pembelajaran berbicara bahasa Inggris. Berdasarkan masalah umum tersebut maka formulasi masalah pada penelitian ini adalah " Sejauh mana tehnik brainstorming dapat meningkatkan kemampuan berbicara bahasa Inggris siswa di kelas XI MAN Siabu?". Penelitian ini bertujuan untuk mengetahui apakah tehnik brainstorming dapat meningkatkan kemampuan berbicara bahasa Inggris siswa atau tidak. Terlebih, penelitian ini dilaksanakan dengan menggunakan penelitian tindakan kelas dan dengan menggunakan tehnik brainstorming untuk meningkatkan kemampuan berbicara siswa. Penelitian ini dilakukan pada dua tahapan. Setiap tahapan terdiri dari dua pertemuan dengan empat langkah yaitu, perencanaan, tindakan, obsevasi, dan refleksi. Subjek penelitian ini adalah siswa kelas XI MAN SIABU yang terdiri dari 30 siswa. Penelitian ini menggunakan ujian, observasi dan wawancara sebagai alat pemerolehan data penelitian. Akhirnya, Pada penelitian didapati meant score 57.6. untuk tahapan pertama kemampuan berbicara siswa. Hal ini merupakan indikasi bahwa siswa memiliki kemampuan rendah dalam berbicara. Sementara terdapat meant score 79.5. pada tahapan kedua kemampuan berbicara siswa. Hal ini kemudian merupakan indikasi peningkatan kemampuan berbicara siswa. Oleh karenanya berdasarkan hasil tindakan kelas*

dapat disimpulkan bahwa tehnik brainstorming dapat meningkatkan kemampuan berbicara siswa di kelas XI MAN SIABU. Hal ini semuanya terlihat pada meant scores dari kemampuan berbicara siswa seperti pada tahapan pertama sejumlah 57.6 dan pada tahapan kedua sejumlah 79.5.

Kata kunci: *Tehnik, brainstorming, tahapan*

I. INTRODUCTION

Speaking is one of the important skills in language learning besides listening, writing, and reading. Speaking is the act, utterance or discourse of one who speak. It also can be defined as an activity in giving and asking information as if dialog by two or more people. In English teaching, speaking is one of the language skills in which students' function the target language as communication tool. Context of this teaching determines the importance of speaking to be learnt.

English in Indonesia is a foreign language where societies do not use English to communicate. Therefore, it is hopeful teachers today have to focus on teaching speaking because there is no other place in society provide a free use of English regularly either informal or formal situation except school.

Speaking is an interactive process of constructing meaning that involves producing and processing information. Its form and meaning are depend on the context in which it occurs, including the participants themselves, their collective experiencess, the physical

environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what way to produce language (sociolinguistic competence).

One of the teachers at grade XI MAN Siabu stated that many students have less speaking ability, students felt boring in studying speaking subject by one technique, there were some students said that they are afraid and feeling ashamed to speak, students' score ability in speaking was low, and they need another technique which was more suitable in teaching speaking.

In addition, in the learning process, the teacher did not use speaking techniques in learning speaking subject, speech is the teaching method used usually there. The speech method is the teacher more active than students; the students just accepted the teacher's explanation.

Furthermore, the problem above must be solved in order for students to speak well. There are many kinds of techniques in teaching speaking, they are: discussion, role play, debate, game, think-pair-share and concept mapping. The researcher suggested the effective technique to improve students' speaking ability. So, the

researcher chooses brainstorming technique to improve speaking ability.

Based on the explanation in Oxford learner's pocket dictionary brainstorming is the way of making a group of people all think about something at the same time, especially in order to solve a problem or to create good ideas. In other hand brainstorming can create students creative in thinking

II. METHODOLOGY OF RESEARCH

1. Research design

The research conducted Classroom Action Research (CAR). Based on Gay and Airasian Action Research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something (L.R Gay & Peter Airasian). Action research is the process of studying a real school or classroom situation to understand and improve the quality of action or instrument.

This research is a process in which individual or several teachers collect evidence and make decisions about their own knowledge, performance, beliefs, and effects in order to understand and improve them. The purpose of this research is to

find research is conducted to improve the teachers' practice in the classroom for speaking ability applied brainstorming technique.

2. Source of Data

The data were students of MAN Siabu at Grade XI IPA-2 2014-2015 academic year consist of 30 students, because the researcher found the problems about speaking ability in this class. Another datum was an English teacher of MAN Siabu, the researcher asked the teacher as collaborator in this research. It's mean that the teacher and the researcher collaborated to do teaching learning process applied brainstorming technique.

3. The Technique of data collection

This action research follows the technique that is developed by Kemmis and Robin in Ortrun. It is a famous representation of the action research "spiral" that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:

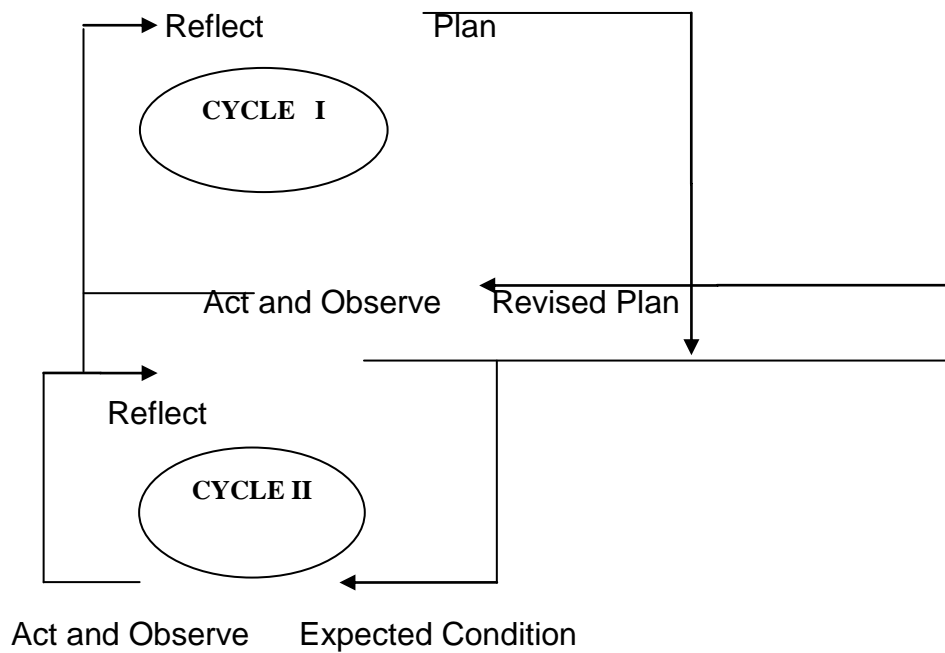


Figure 2: Action Research Spiral

First Cycle

The first cycle the researcher conducted for two meetings, every meeting done ninety minutes. The researcher observed all the activities in the classroom.

1. First meeting

This meeting the researcher prepares all needed in this meeting as below:

- a. Planning
- b. Action
- c. Observation

d. Reflection

2. Second meeting

In these meeting researchers expend to repair the problem in the meeting before:

a. Planning

b. Action

c. Observation

d. Reflection

Second Cycle

These cycles the researcher evaluated all the activity in cycle before and repaired the problem, conducted two meeting and every meeting will do ninety minutes.

1. Third meeting

a. Planning

b. Action

c. Observation

d. Reflection

2. Fourth meeting

a. Planning

b. Action

c. Observation

d. Reflection

4. The Technique of Data Analysis

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data used to describe the situation during the teaching process. The process of data analysis involves making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. The qualitative data are analyzed from the observation sheet. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of students' achievement by using the reading test.

1. To know the means of students' score for each cycle, the researcher will apply the following formula:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

Explanation:

X : the mean of the students

$\sum x$: the total score

N : the number of the students

2. The percentages of students' achievement in reading through Brainstorming Technique are calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of student

R: the number of students

T: the total number of students

Finally, researcher summarized qualitative data by six steps as suggested by Creswell.

III. RESULT

With brainstorming technique in learning speaking, it made students more active. When the researcher gave the question to brainstorm the students, they were more active, then, they were not afraid and ashamed to speak. Brainstorming was a technique that was given to students a motivation to speak, so it made the students more active.

Furthermore, the teacher could give different material, so that it made students did not feel boring. It means that, students were brought to enjoyable condition but did not lose concentration. By using brainstorming technique could improve student' speaking ability.

Furthermore, based on related findings in this research, the first was in Dewi Rosida Marpaung thesis that used improving students' skill through Communication Language Teaching. The second in Salem Saleh Khalaf Ibnian thesis that used Brainstorming and Essay Writing in EFL Class. This strategy was one tool to make students easy to speak, so, that it made students did not ashamed and afraid to speak.

Finally, the researcher found of this research was students' speaking ability through brainstorming technique could improve. It means that students' speaking ability through brainstorming technique at grade XI MAN Siabu was satisfactory.

It can be seen from the result of data analyzed was increase of each cycle that had been gotten, and the result of students speaking ability from cycle 1 up to cycle 2, in the cycle 1 in second meeting mean score students speaking ability was 57.6 and in the second cycle fourth meeting was 79.6 and the result of students'

observation improved from cycle 1 up to cycle 2, it can be seen in the table 6.

Based on the students' interviewed, the researcher had been concluded, many students at grade XI IPA-2 dislike speaking subject. Students afraid and shamed to speak, after researcher applied brainstorming technique students more interested to study speaking subject, students more activated, brave to speak, and enjoyable.

IV. DISCUSSION

This research was done on November 2014 in MAN Siabu. Researcher met with head master and English teacher to take promise about the research will be done firstly. After that, talked the research aim and taken the English teacher helping about students' information. Then, the research plan was discussed with the English teacher before doing the action. In this research analysis was started from cycle 1 up to cycle 2, because this research used action research. Furthermore, analysis was also done with observation and interview.

1. Cycle 1

The first cycle applied in two meetings. The participants of this research were the eleventh grade of MAN Siabu. The research participants were the students of grade XI IPA-2 2014-2015. It consists of 30 students. The first cycle was conducted for two meetings. Then, every meeting was done for 2x45 minutes or 95 minutes. So, two meetings were done for 4 x 45 minutes or 180 minutes. This class was chosen because the researcher found the problems of speaking in this class.

For the first, the researcher would make lesson plan that would be done in each meeting. The researcher made lesson plan and material which suitable with indicator of this research. Also, prepared the topic to applicant of brainstorming technique to be given to the students and made an instrument as a tool to see the students' speaking ability improvement, also discussing how the brainstorming to be done in teaching learning. This action research has been done with the English teacher at grade XI MAN Siabu. In this research English teacher was as a collaborator. Co-teacher would observe the research when the researcher done action in each cycle.

In this research, the researcher used field note as observation or observation sheet 'Students activity in teaching

learning process' in each meeting, and observation sheet for the researcher as a teacher in teaching learning process. The observation has been done by researcher when the lesson plan was done and when the researcher gave the test in second meeting. It means that, the researcher observed the teacher when done the action research, and the researcher with teacher were together to observe the students when teaching learning process in this research was done.

The first cycle applied in two meetings. The first meeting was conducted on Monday, 24 November 2014. It was done in grade XI MAN Siabu, consisted of 30 students. Firstly, the researcher gave greeting to open the class, and to make relationship between students and researcher better, the researcher explained the purpose of the research into their class. The researcher also gave motivation, and gave material about animation films "Marsha and the Bear". After this, in this cycle, the researcher introduced Brainstorming Technique in teaching speaking. In the first meeting in cycle 1 acted some action; explained the aim of the research.

The researcher used brainstorming to the students and the researcher ordered the students to give the responses from

brainstorming with individually ,Gave of motivation and information, teacher gave the topic about profession “Marsha and the Bear”, and invited students to give their ideas, Identifying, the teacher entered all suggestion to be written and do not be criticized, classification, the teacher classifies all ideas of the students answered about the theme animation film “Marsha and the Bear”, Verification, collectively the students’ ideas and made the conclusion of students’ ideas, monitored every step that has been planning, prepared the solution if have problems when the action was done.

In observing the action, this observation that has been done by researcher and teacher. The researcher observed the students and classroom process, and researcher observed the teacher when done the action. In observing the action, researcher used observation sheet to observe the students and the teaching learning process.

The observation result from the observation sheet, it has found that most of students enthusiastic in teaching learning process still made noisy in the class, like Nur Sakiyah said students were not bravery in speaking ability and some students

were still uninterested yet. Also, some students still had low motivation in participating in learning speaking.

Based on the result of the observation, the researcher realized that the results of activities that had been done were not so successful in solving the student's achievement problem in speaking ability. It could be concluded that the activities should be changed, improved, and completed. Therefore, the researcher made lesson plan again for the second meeting this cycle.

The percentage of the improvement students' speaking ability could be seen in the table below:

Table 1
The Percentage of Students' Speaking Ability through Brainstorming Technique

Meeting	The students got point up 70	The total number of students	Percentage
Cycle 1	4	30	13.33%
Cycle 2	30	30	100 %

The result indicated that there was an improvement was an improvement on students' speaking ability through brainstorming technique at grade IPA-2 MAN Siabu. So, the result of the first

cycle and second cycle showed that there was improve from the first cycle up to second cycle.

The value observation of students improved from first cycle up to second cycle, the researcher observed in second and fourth meeting; in second meeting the researcher found that the value of observation kept improve from the first observation up to the last observation.

Table 2
The result of students' observation from second meeting up to fourth meeting

No	Activities	STUDENTS	
		Second meeting	Fourth meeting
1	Students' active to write learning material	15	30
2	Students' have motivation when learning speaking by using brainstorming technique.	13	30
3	Students' have full attention when learning speaking subject by brainstorming technique.	18	28
4	Students' enthusiasm when learning by brainstorming technique.	16	28
5	Students' active to ask some question if they have not understood yet during learning by brainstorming technique.	16	25
6	Students' active answer some question from teacher.	22	29
7	Students' doing all the task	24	29
8	Students' collect the task appropriate the time.	20	27
9	Students' doing task as like instruction	24	26
10	Students' are noisy	13	5
11	Students' want to permit	11	4

Based on the table above, the students of observation value improved from the second meeting and fourth meeting.

CONCLUSION

The teaching learning about Brainstorming Technique the researcher presented the conclusion that from the first cycle still many students did not have motivation and also the students still ashamed and afraid when the teaching learning process, after that, in the second cycle the students has brave to answer and gave their idea.

Based on the accounting result of the research so, the hypothesis that was "Brainstorming technique could improved students speaking ability at grade eleven MAN Siabu could be accepted". After analyzeed the data, it was found out that the students' score increased from the first cycle to the second cycle. It means there was an improvement on the students speaking ability by using brainstorming technique. It could be seen from the improvement of the mean students score cycle 1 was 57.6 and became 79.5.

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